RICH COMMON ASSESSMENT TASK – YEAR 4/5 - TIME

**TASK DESCRIPTION –**

Your task is to create your perfect day. Use the times on the sheet provided to organise a sequence (in time order) of your perfect day. You need to :

1. Select 6 times and order them before you paste them (indicate whether they are *am* or *pm*). There are blank analogue and digital clocks so that you can create your own times too, however you can only use 2 of these.
2. Identify an alternative way to say that time (for example if it is an analogue clock show it as a digital time and vice versa).
3. Write a dot point to match your illustration.
4. Illustrate what you would like to be doing at that time.
5. Choose 2 activities and estimate and measure the duration of these activities.

**THIS TASK WILL ASSESS THE FOLLOWING –**

* Time in sequence and appropriately matches events to the time of day, indicating sound knowledge of *am* and *pm*
* Ability to tell the time on an analogue and digital clock (make sure you challenge yourself)
* Estimating and measuring the duration of time

TIME RUBRIC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Skill | 4 | 3 | 2 | 1 |
| Sequence time | A clear ability to sequence time and illustrates excellent knowledge of *am* and *pm* | Some understanding of sequencing time and *am* and *pm* and matching events to time of day | Sequences time at a basic level and matches events to time of day | Requires support to sequence times |
| Time to the closest minute | Tells the time on an analogue and digital clock to minute intervals and explores concepts of 24 hr time | Mostly tells the time on an analogue and digital clock to five minute intervals | Tells the time on an analogue and digital clock to 15 minute intervals or ½ past, o’clock, ¼ past, ¼ to | Tells the time to o’clock and ½ hour |
| Duration | Shows an understanding of time duration and calculates duration of time | Shows some understanding of time duration and explores calculating duration of time | Beginning to explore some elements of time duration | Illustrated no evidence of understanding time duration |
| Converting time | Has an excellent understanding of how to convert digital and analogue clocks | Shows some understanding of how to convert digital and analogue clocks | Can convert one/two units of time | No evidence yet of the ability to convert time |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Quarter to nine |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  | Two - thirty |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MATCHING**  **DIGITAL TIME** | **MATCHING ANALOGUE TIME IN WORDS** | **MATCHING ANALOGUE TIME AS A CLOCK FACE** | **MATCHING**  **24 HOUR TIME** | **DURATION – HOW LONG BETWEEN THIS TASK AND THE NEXT?** | **WHAT WOULD YOU PLAN FOR THIS TIME?** | **ILLUSTRATION** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **MATCHING**  **DIGITAL TIME** | **MATCHING ANALOGUE TIME IN WORDS** | **MATCHING ANALOGUE TIME AS A CLOCK FACE** | **MATCHING**  **24 HOUR TIME** | **DURATION – HOW LONG BETWEEN THIS TASK AND THE NEXT?** | **WHAT WOULD YOU PLAN FOR THIS TIME?** | **ILLUSTRATION** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |